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**ABSTRACT**

The School of Library Science of North Carolina Central University continued for a second year its Title II-B Higher Education Act project designed to help meet the manpower needs of the public library profession as well as to recruit and train librarians for more effective use of the diverse learning media and resources appropriate for young children. The overall goals of the 1972-73 project extended the previous goals which were: to locate and describe public library services for young children in North Carolina, to recruit public librarians in service who will benefit from the Early Childhood Specialist Library Program, and to utilize data gathered from the field and from the students to expand the library school's curriculum. The results of the second field survey are reported in the appendix. The first year evaluation report was cited as ED 088 479. (Author/SL)

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North Carolina Central University  
Institute for Public Libraries in Service to Young Children  
Durham, North Carolina

EVALUATION REPORT

FOR

INSTITUTE FOR PUBLIC LIBRARIES IN SERVICE TO YOUNG CHILDREN

HIGHER EDUCATION TITLE II-B PROJECT

1972 - 1973

Albert Whiting  
Chancellor, North Carolina Central University

Annette L. Phinazee  
Dean, School of Library Science

Tommie M. Young  
Director, Early Childhood Library Specialist Program

Prepared By:  
The Learning Institute of North Carolina  
Research and Evaluation Team  
1006 Lamond Avenue  
Durham, North Carolina 27701

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## INTRODUCTION

The School of Library Science of North Carolina Central University continued for a second year the Title II-B Higher Education Act project, "Institute for Public Libraries in Service to Young Children," that was designed to help meet the manpower needs of the public librarianship profession as well as to recruit and train librarians to use more effectively the diverse learning media and resources appropriate for young children within the library system. The overall goals of the 1972-73 project extended the previous goals which were:

- a. To locate and describe public library services for young children in North Carolina.
- b. To recruit public librarians in service who will benefit from the Early Childhood Specialist Library Program.
- c. To utilize the information and ideas gathered from the field and the students to expand the School's (NCCU School of Library Science) curriculum.

Initiation of this project was fostered by various factors. Children of all races in North Carolina may be classified as "disadvantaged" because of the low level of support given for their services. State officials have publicly indicated the need for better provisions and services for early childhood education, and the need to train librarians to serve this segment of the population, that heretofore has not been sufficiently considered as "serious" library clientele because of its "non-reading" ability, has been recognized. Thus, (1) the need to reach disadvantaged children

with library service before they go to school, (2) the lack of adequate educational opportunities for public librarians in North Carolina, and (3) the evidence that special efforts to recruit people into the public librarianship profession were called for, were the primary reasons for the development and continuation of this project.

In 1941 the School of Library Science was established at North Carolina Central University (NCCU). Since its inception, most of the student population have found employment in school libraries; however, recently more graduates are being employed as librarians in public libraries. The Z. Smith Reynolds Foundation awarded a \$20,000 grant for materials and equipment in September 1970 to help establish a training program for Early Childhood Specialists. Additional funds from Carnegie Corporation were available for development of the program. Also, a grant from Xerox Corporation to develop an early childhood media collection at a local branch library and a grant from the General Mills Foundation for an institute in uses of media enhanced the program being offered at NCCU.

During its second year, 1972-73, the project proposed to undertake the following aspects:

- (1) To conduct a more in-depth descriptive survey of public library service to young children in North Carolina;
- (2) To recruit and train five early Childhood Library Specialists;
- (3) To introduce twenty public librarians in service to young children to the program available to them at North Carolina Central University; and
- (4) To collect and synthesize the information, experiences, and ideas to expand the Library School's curriculum.

This report will discuss the 1972-73 data related to these aspects. To facilitate discussion the findings will be stated as they relate to each goal. Each goal will be discussed separately.

## THE EVALUATION

North Carolina Central University's Institute for Public Libraries in Service to Young Children contracted with the Learning Institute of North Carolina (LINC) to act as an evaluation agency for their Higher Education II-B project entitled "Institute for Public Libraries in Service to Young Children." This final evaluation report, which is a summation of the 1972-73 year, was prepared by LINC.

### OBJECTIVE 1

The first goal, to locate and describe public library services for young children in North Carolina, was fulfilled. A more in-depth descriptive survey was conducted during September and October, 1972, by Ms. Sandra Johnson, a graduate of NCCU's School of Library Science. (See Appendix A for complete report.)

A stratified random selection of public libraries in North Carolina was done according to geographic factors. Thirty-six public libraries were included in the sample representing the Mountain, Piedmont, and Coastal regions of North Carolina. Also, to ensure a diverse sample, the entire range of library services were included.

The survey had a three-fold purpose. First, it sought to define the extent of library service given to young children in North Carolina; secondly, to identify the children that are reached by the service; and third, to identify the people offering the services.

Since the previous survey had been reviewed and critiqued by a librarian, LINC contracted with Ms. Myrtle McNeill to review and critique the 1972-73 survey from a professional viewpoint. The evaluation report of the field survey follows in its entirety.

An Evaluation of North Carolina Central University  
Survey of Children's Programs  
in  
Libraries

NORTH CAROLINA PUBLIC LIBRARIES WITH REGARD TO THEIR  
SERVICES TO YOUNG CHILDREN

The survey can be described as an informal, consultative program dedicated to the operation of programs for young children. The purpose of the survey is well defined and exemplified in the introduction. The instrument used in initiating the survey was a questionnaire which was developed from printed sources. The methods used to acquire the information for the survey were questionnaires and visitations, which are most reliable in retaining information of this kind. The selection of areas included was a geographical representation of a variety of locations. It is commendable that selections were made from the eight North Carolina educational districts which is a true sampling of including libraries serving young children in different localities.

The survey exemplifies that library services for young children have increased appreciably in recent years. How much more these services can be increased is a moot question, and the answer lies partially in the ability of the public library to demonstrate how much better it could do its job for young children if additional funds were available. The overall survey indicates the extent to which children services have improved and must continue to improve.

The survey enables laymen and professionals to realize that services to young children are strong elements in the public library program and that North Carolina Public Libraries with regard to their services to young children should be given precedence in establishing library programs.

It is commendable that all libraries contacted participated in the survey and four types of libraries were involved, town, county, city and county and branch. The implications of Survey Results for NCCU program maybe used to:

- . Promote the Early Childhood Program
- . Introducing library services for young children to Library Science students
- . Acquaint Library Science students with the responsibilities of children librarians
- . To give full responsibility of what is encountered in rendering children services
- . Develop a Library Science course where the real problems of public library services can be adequately studied and recommendations can be made
- . Place emphasis on the need of producing librarians who are trained to supervise the variety of media now found in public libraries for young children

Weaknesses cited in first survey improved to the extent that the library covers the total community and depends upon community agencies as outlined in table X. Most community agencies seemed to have been involved on a very small percentage. There is little evidence of cooperation between the public library and the community. This needs extensive improvement as pointed out in Chapter V, No. 5.

The location of programs are in majority in regards to the use of the main library. The survey covers a variety of locations for program housing. More housing is needed since Chapter V, No. 3 implies that a child most often has to travel to the main library to get materials.

The survey includes programs of all types of housing that could possibly be located in a community for library services.

- The characteristics of children in the library program implies in the survey that the necessary programs are available, but children are not taking advantage of these programs. The traditional story hour and film programs for young people seem to be the principal programs. The public library and the community must find ways to cooperate in encouraging children to take advantage of these programs. There appears to be little evidence that radically new or different kinds of programs are being introduced.

Children from different types of backgrounds are clearly defined in the survey. Their backgrounds include the upper-socio-economic level, the middle socio-economic level and lower socio-economic level. The majority of students come from the middle socio-economic level.

- According to quantitative data in the survey, children are a captive audience in the majority of libraries. The most frequently mentioned service was "collection with reader guidance", followed by "film showing" and "media-aided storytelling". To prevent children from becoming a captive audience, independent or individualized activities which include viewing and listening should be incorporated into the program.

The subject content of programs for children in relevance to population is adequate, however according to the size of the population, a larger percentage of libraries should be involved in more services.

The majority of libraries serve a small population of less than 10,000 as shown in TABLE II. Public library programs for children are expected to be different, especially those located in a sparsely settled rural area with a small population.

- . The subject content of programs for children in regards to innovative programs, needs to involve parental guidance. The majority (fifty-two percent) of the respondents indicated that no guidance was given to parents in the techniques of using the educational media and that programs are planned with emphasis on fulfilling the recreational and educational needs. Innovative programs should be planned to include more cultural needs according to the backgrounds of the children served.

It is commendable that the programs of publicity as outlined in the survey includes an extensive variety of methods to be used in publicizing the programs. A larger percentage of publicity should increase by use of other methods than word of mouth, which followed by newspaper coverage, posters, radio announcements and flyers. These methods are used by the majority of libraries. Some of the other methods should also be enforced.

There is a need for additional trained personnel to render services to young children. A less measurable, but pervasive, accomplishment of many of these systems is the need to increase professionalism especially in the area of Early Childhood. The survey describes in detail the personnel employed for children services.

- . Volunteers should be involved in in-service workshops with professional assistance. The survey states that very little guidance is given to parents in the techniques of using the educational media that are present in the library. Parental involvement as volunteers maybe the principle benefit to children services, since the lack of trained staffs in the area of children services are limited in most systems. With levels of professionalism being available and at the top in many systems, a variety of children services can be increased all down the line through volunteer services. The time that these people may be able to offer should be incorporated into a schedule that is flexible enough to benefit as many children as possible.
- . Assigned duties and functions of paraprofessionals should be quite different from those of other personnel. The survey points out that paraprofessionals are employed during the summer to carry out a summer program for children. It is assumed that these paraprofessionals perform specific functions under the supervision of a professional. Communities which are fortunate enough to have paraprofessionals with special talents or abilities should take advantage of their services. The paraprofessional should have some training in skills and activities for young children.

The services offered to all ages are clearly defined and the purposes of the survey are exemplified in the services offered to children. The economic levels of the children are identified with the middle socioeconomic level being the most highly represented. Several libraries reported that most of the participants attended a pre-school facility daily.

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All libraries included in the survey serve the young child from ages 3-9 in some capacity which is an indication that services are being rendered to young children. The program of services is outlined to serve more than one category of children participants.

The evaluation of instrument used and survey techniques in regards to strengths, weaknesses and recommendations are:

Strengths:

- . The instrument used being that of a questionnaire was designed to cover the area of library services for young children
- . Visits were made to the areas by the surveyor to get direct information from the original source in compiling the results
- . Areas surveyed were a true geographical representation of a variety of locations

Weaknesses:

- . Only printed materials were given consideration in developing the questionnaire

Recommendations:

- . Public library personnel should be involved in developing questionnaires pertaining to their services

The results of the survey according to data collected provides many avenues for those who plan, direct and work with public library programs for children. The survey implicates its purposes and goals as stated in the introduction as three-fold: first, to define the extent of library service given to young children in North Carolina; second, to identify the children that are reached by the service; and third, to identify the people offering the services.

### Summary

The decisive factor in compiling the survey is credited to the competence of the surveyor. The survey proves to be valid since the information was compiled as a result of visitations and questionnaire responses. An extensive coverage involving questions on all aspects of children programs in regards to library services is evident that library programs are available to young children. The program include:

- . Availability of library services
- . Purposes of program of service to children
- . Program publicity
- . Program housing
- . Adequacy of site
- . Kinds of planning done by libraries
- . Types of services offered to children
- . Methods of evaluation used by librarians
- . Hardware available for use in libraries
- . Software available for use with children in libraries
- . Activities used during special programs
- . Program participants in special programs
- . Program personnel
- . Selection aids used by sample librarians

Taking into consideration the programs offered, it can be noted that the systems in the selected sample provide as full a program of service for young children as their financial positions can support.

Uses of the survey and its results may engross the following:

- . Enable librarians to become aware of the patrons limitations in taking advantage of the systems offerings
- . Improve library services for young children
- . Extend and share ideas with other public libraries
- . Used by the State Department for a systematic development of coordinated, unified library goals in establishing programs for young children
- . Guide systems in relating directly to library services that are to be performed for young children
- . Help local Boards of Education to subsidize the public library in order to give an equality of service to school age children when school libraries are not opened
- . Acquaint library boards with the necessity of employing library administrators, so that there can be additional improvement and more efficiency and consistency for rendering services to young children
- . Increase library services through existing community agencies
- . Bring access benefits to the residents of the areas surveyed by informing them of the numerous services that are available and are not being used by their children

As a result of the survey, each public library involved should use it as a continuous evaluation for measuring or determining the extent to which their children's services must improve. The survey overall implies that some ways must be discovered for contributing to the increasing library demands that are needed for rendering public library services to young children.

## OBJECTIVE 2

The second goal of the Institute for Public Librarians in Service to Young Children was to recruit and educate public librarians who would benefit from the Early Childhood Library Specialist Program.

Five participants were selected to matriculate in September 1972 for full-time enrollment in the graduate school. Nineteen persons participated in a workshop for in-service librarians that was conducted May 29-30, 1973. (See Appendix B for data concerning the students involved in the two programs.)

In the spring of 1973 the five graduate students completed an interview questionnaire. The interviews were conducted just prior to the final examinations of the second semester. One student had just completed one semester because she had just joined the program. Each question will be stated and a brief discussion of the students' comments will follow.

### GRADUATE STUDENTS

1. Briefly describe what you think the duties and responsibilities of an early childhood library specialist are:

Three of the five students responded specifically in terms of activities as planning, implementing, and evaluating books and other media for young children. Two stated their replies in relation to the developmental and interest aspects of young children.

2. Now that you have almost completed two semesters of the program you feel generally about the program?

Question not applicable to one student. The other four felt the program quite beneficial and worthwhile..."The methods, approaches and location (in and through the library) is a sound idea."

3. Was the program what you expected?

One of the students responded yes "...the program has ignited in me a need to make the role of librarian more than a keeper of material." One could not decide. Two stated no and wished for more involvement.

4. What part of the program did you find most interesting?

Four of the students stated the aspect in which they were directly involved with children. For example, "...when I went to a public library to initiate a program of this kind..."

5. What part of the program did you find most challenging?

Two students responded the practicum. Two implied the practicum, but discussed the total second semester and felt it was too demanding a workload. Question not applicable to one.

6. Do you plan to continue the program?

All the students responded identically, yes they will complete the program.

7. Do you feel that this program has helped you to improve your competencies?

Again, all said yes. Some focused on an awakening of creative ability within themselves-- "It's helped me to realize that I do have some creative ideas." Others focused on acquiring skills in relation to young children. "Yes, especially in understanding and observing the nature of young children and their reactions to different problems they encounter."

8. Do you feel that this program has assisted in preparing you as an early childhood specialist?

All responded affirmatively.

9. What changes would you recommend in the program for future students?

The responses to this question are quoted:

"...extend for a longer period of time instead of two semesters..."

"...recommend that the program be spread over a longer period of time..."

"The second semester curriculum should be adjusted to allow more time to practicum and research alike."

"More involvement on the part of the student and instructor..."

"...a course in child growth and development be added or made a requirement..."

10. Would you recommend this program to your colleagues?

Three unconditionally stated yes. The other two said yes only if the individual had a genuine interest in the field.

11. What are your plans for the coming year?

At the time of the interview none had definite plans. Most stated they were seeking employment as a children's librarian first in public libraries, then in school libraries.

12. What aspects of the program do you feel you will be able to utilize this year?

Four students cited courses related to methods, materials and services for early childhood. One said the technical courses as references, catalog, research, etc. Thus, all felt their knowledge would be put to use.

#### SUMMARY:

All of the full-time students felt they derived increased competencies from the program which could be utilized. They showed enthusiasm for the program and their resulting skills. But most significantly, the students anticipate using their degrees and knowledge to continue in this pursuit if the communities support this endeavor.

### OBJECTIVE 3

The third goal stated was to utilize the information and ideas gathered from the field and the students to expand the school's curriculum.

During 1972-1973 the curriculum for the institute was similar. However, a significant change has begun to evolve--namely, students' practicum experiences are located at diverse sites--a school library where kindergarten children are enrolled, a local community center with a day care program, and a branch of a city-county library. The School of Library Science by expanding the locations of the practicum sites are offering more natural settings for the students to experience their developing roles. Continuation of this type of experience will provide invaluable opportunities for Early Childhood Specialists.

This movement attests that some of the information and ideas have influenced changes in the course content. It is projected that additional changes will continue to occur. Therefore, objective 3 has begun to take place.

## CONCLUSIONS AND RECOMMENDATIONS

North Carolina Central University Institute for Public Librarians in Service to Young Children has continued during 1972-73 to develop important leadership in an area frequently overlooked in the public library system. The significant aspect of this project is that its potential outreach extends beyond the needs of the public library system but to all agencies, institutions and persons providing learning experiences for young children.

As noted last year and again substantiated in the survey conducted this year a great need exists within the state of North Carolina for continuation of this type of project. Also, the survey findings may be indicative of changing trends in service. For example, public libraries are coordinating their services with other agencies. Issues around this movement may need to be reflected in elective courses or seminars. Also, the fact that the use of the bookmobile is decreasing and that over half the preschool population served cannot be labeled handicapped. Both of these indicate the need for developing new or more intensive strategies so the public library reaches the poor and minority populations. Continued efforts to include the parent population as well as other agencies in planning and implementing services needs to be explored. Thus, these as well as other issues discussed earlier certainly supports the efforts of this project. In many ways the library program at NCCU has been a forerunner in the preparation of librarians for these issues.

The full-time students responded very enthusiastically and positively about their experiences within the program. It is again suggested that

the graduated students be sent questionnaires after they enter the field. Their suggestions regarding the training experiences might be helpful in expanding/revising the curriculum.

As noted in the discussion of the third goal, NCCU School of Library Science has incorporated some changes in its practicum sites. This movement has offered more realistic experiences for the students. It is projected that other changes will be evolving as the School's curriculum continues to reflect changing trends in library science.

In conclusion, the Title II-B Higher Education project entitled "Institute for Public Librarians in Service to Young Children" has achieved its objectives. The project has demonstrated that the needs of young children in North Carolina are not being adequately met by public libraries. Some of the problems focus on funds but frequently personnel have not received training in this particular area. Efforts by NCCU School of Library Science to improve its impact upon its students and other programs in existence must continue. As the programs is expanded and/or revised, its outreach will have significant impetus on other training programs.

This project should be congratulated for its efforts during the past two years. It is anticipated that the program should be continued.

**APPENDIX A**

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A REPORT OF THE RESULTS  
OF  
A FIELD SURVEY OF  
NORTH CAROLINA PUBLIC LIBRARIES  
WITH REGARD TO  
THEIR SERVICES TO YOUNG CHILDREN

Sandra Roberson  
for  
NORTH CAROLINA CENTRAL UNIVERSITY  
September - October 1972

## INTRODUCTION

The purpose of this survey of public library service to young children was three-fold: first, to define the extent of library service given to young children in North Carolina; second, to identify the children that are reached by the service; and third, to identify the people offering the services.

Early in September work was started on developing a questionnaire (see Appendix) to administer within a number of libraries throughout the state. Numerous texts dealing with library surveys and survey techniques were consulted. Especial effort was made to incorporate the improvements suggested in the Evaluation Report for Institute for Public Libraries in Service to Young Children.<sup>1</sup> The ALA Survey of Library Services to the Disadvantaged<sup>2</sup> proved invaluable in developing inquiries to fulfill the purposes of the survey.

About three weeks later the questionnaire was completed and approved. An equal number of libraries were selected at random from each of the eight education districts of North Carolina (see Appendix). These libraries were contacted by telephone or mail to set up a date for visitation.

Finally, the visits began during the last week of September and continued through the last week of October. During this time the surveyor traveled over 3700 miles in visiting libraries from a western-most point of Cherokee County to Pamlico County on the east coast.

Hopefully, these efforts and the data collected, which are reported in the following chapters, provide some clarification of children's library services in North Carolina, identify the publics served and the persons serving, and offer insight into possible means for improving and extending early childhood instruction and children's library services.

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<sup>1</sup>Learning Institute of North Carolina. Evaluation Report for Institute for Public Libraries in Service to Young Children. North Carolina Central University, 1972.

<sup>2</sup>American Library Association. Library Service to the Disadvantaged, A Study Based on Responses to Questionnaires from Public Libraries Serving Populations of Over 15,000. Chicago: ALA, 1969.

## CHAPTER I

### THE SCOPE OF THE SURVEY

The Learning Institute of North Carolina made a random selection of 36 public libraries throughout the state to be included in the survey of public library services to young children. In order to ensure that these libraries represented a true geographic sample, selections were made from the eight North Carolina education districts. TABLE I indicates the number of libraries included in each of the three geographic regions of the state.

TABLE I  
LOCATION OF THE LIBRARIES

| <u>Region</u> | <u>Number of Libraries</u> |
|---------------|----------------------------|
| Mountain      | 6                          |
| Piedmont      | 17                         |
| Coastal       | <u>13</u>                  |
| Total         | 36                         |

In addition to the widespread geographic locations of the libraries, the derived sample shows a great variance in the size of population served, as illustrated in TABLE II. The discrepancy in the number of libraries visited (36) and the number of libraries listed in TABLE II (32) is accounted for by the fact that a number

of the libraries included in the sample are branch libraries whose parent library was also included, and population figures were not available for four of these branches which serve part of the total population of a city or town. The population figures are from the 1970 census.

TABLE II

SIZE OF POPULATION SERVED BY THE LIBRARIES

| <u>Size of Population Served</u> | <u>Number of Libraries</u> |
|----------------------------------|----------------------------|
| A 500 - 9,999                    | 11                         |
| B 10,000 - 19,999                | 8                          |
| C 20,000 - 29,999                | 4                          |
| D 30,000 - 49,999                | 3                          |
| E 50,000 - 100,000               | 4                          |
| F Over 100,000                   | <u>2</u>                   |
|                                  | 32                         |

The derived sample includes a number of different types of libraries as indicated by TABLE III. The seventeen libraries that are members of systems represent ~~att~~ <sup>fifteen</sup> twelve of the regional libraries of the state.

TABLE IIITYPE<sup>S</sup>OF LIBRARIES VISITED

| <u>Type of Library</u> | <u>Number of Libraries</u> |                    |              |
|------------------------|----------------------------|--------------------|--------------|
|                        | <u>Member of System</u>    | <u>Independent</u> | <u>Total</u> |
| Town Library           | 5                          | 1                  | 6            |
| County Library         | 10                         | 6                  | 16           |
| City & County Library  | 2                          | 4                  | 6            |
| Branch Library         |                            |                    | <u>8</u>     |
|                        |                            |                    | 36           |

## CHAPTER II

### THE PROGRAM OF SERVICE

All of the libraries make some attempt to serve the young child, if only to the extent of providing books for circulation. Prior to defining the services offered, the general availability of these services was studied. In view of the variety of types of libraries and the wide span in population, there is a resulting variety of hours the services are offered. Five libraries are open during Sunday afternoon and thirty-two offer service during some portion of Saturday. Children's services are made available for the same hours as are the adults' services. Responses to other questions regarding the general availability of library services at the libraries in the sample are summarized in TABLE IV.

Again, not all of the responses total the thirty-six visitations because of cases where branches of a common main library were involved, and due to instances where the respondent felt the question was not applicable to his particular library. Of the three libraries that reported no mobile unit, one responded that the bookmobile is not felt to be a necessity because the county is so small. Another, located in the mountain region of the state, abandoned the bookmobile in preference to two branch libraries

and three deposit stations located in country stores throughout the county. Another respondent, representing a city-county library that has sixteen branches and stations, indicated that the need for their bookmobile is lessening even though it is still in operation.

TABLE IV

AVAILABILITY OF LIBRARY SERVICES

| <u>Question</u>                                                                                          | <u>Number of Libraries</u> |           |
|----------------------------------------------------------------------------------------------------------|----------------------------|-----------|
|                                                                                                          | <u>Yes</u>                 | <u>No</u> |
| 1. Is the main library easily accessible by public transportation?                                       | 5                          | 25        |
| 2. Is the main library centrally located?                                                                | 30                         | 2         |
| 3. Are there branch libraries located in areas that have a relatively high population of children?       | 11                         | 15        |
| 4. Are there separate and accessible children's quarters?                                                | 30                         | 6         |
| 5. Has the handicapped child been considered in planning the quarters?                                   | 20                         | 16        |
| 6. Can storytime and special activities continue without cessation of routine services to other patrons? | 23                         | 13        |
| 7. Is there a bookmobile or other type mobile unit to carry services to children?                        | 28                         | 3         |

### Purposes

Stated purposes and goals of service of the sample libraries were often identical or closely similar to each other. These purposes and the frequency with which they were mentioned are noted in TABLE V.

TABLE V

#### PURPOSES OF PROGRAM OF SERVICE TO CHILDREN

| <u>Purpose</u>                                                                     | <u>Number of Libraries</u> |
|------------------------------------------------------------------------------------|----------------------------|
| 1. To orient children to the library, its materials and its services               | 18                         |
| 2. To encourage children to want to read                                           | 10                         |
| 3. To bring children and books together                                            | 10                         |
| 4. To supplement school or pre-school centers' programs                            | 6                          |
| 5. To make available the best library materials possible                           | 5                          |
| 6. To develop adult readers                                                        | 4                          |
| 7. To present interesting and educational type programs                            | 4                          |
| 8. To aid development of the child in all areas                                    | 4                          |
| 9. To help fulfill the need for pre-school education                               | 2                          |
| 10. To provide recreational reading                                                | 2                          |
| 11. To serve the child, especially the child without library materials in his home | 2                          |
| 12. To teach children to listen to and to love a good story                        | 2                          |
| 13. To increase the use of books                                                   | 1                          |

## PURPOSES OF PROGRAM OF SERVICE TO CHILDREN (CONT.)

- |     |                                                       |   |
|-----|-------------------------------------------------------|---|
| 14. | To provide individual guidance                        | 1 |
| 15. | To give children a chance to be with other children   | 1 |
| 16. | To teach children responsibility and a sense of order | 1 |
| 17. | To present summer reading programs                    | 1 |

Financing

Inquiry concerning program financing met with limited response. Per capita budget by child was indeterminable because either the number of children to be served was unknown, or the amount spent on children's materials and personnel had not been computed. Seven responses were volunteered regarding the percentage of the total library budget spent on children's materials and personnel. These seven were as follows: 20%, approximately 25%, 25-33 1/3% (two), 50%, 25% of the materials' budget, and 31% of the materials' budget. All of the programs receive funds through regular library income. Nine of the thirty-six (25%) also receive funds through of the Library Services and Construction Act. Other sources of financing mentioned were solicitation of funds through house-to-house canvassing, individual contributions, foundation donations, contributions from Friends of the Library and from local women's clubs, and local mills contributing to the librarian's salary.

## Publicity

For publicizing the program and for recruiting participants, only one method was used by all thirty-six libraries, which was, of course, through word-of-mouth. This method was also cited more frequently than any other as the most effective. TABLE VI lists all of the methods in order of the frequency reported.

TABLE VI

### PROGRAM PUBLICITY

| <u>Method Used</u>                                 | <u>Number of Libraries</u> |
|----------------------------------------------------|----------------------------|
| 1. Word of mouth                                   | 36                         |
| 2. Newspaper coverage                              | 34                         |
| 3. Posters                                         | 26                         |
| 4. Radio announcements                             | 22                         |
| 5. Flyers                                          | 20                         |
| 6. Mail campaign                                   | 4                          |
| 7. House-to-house canvassing                       | 4                          |
| 8. TV announcements                                | 3                          |
| 9. Display windows                                 | 3                          |
| 10. School visits                                  | 2                          |
| 11. Telephone contact with local children's groups | 1                          |
| 12. Welcome Wagon handouts                         | 1                          |
| 13. Personal contact with visitors to the library  | 1                          |
| 14. Public speaking engagements                    | 1                          |
| 15. Friends of the Library newsletter              | 1                          |
| 16. Letters to the school principals               | 1                          |

## Housing

The programs of service are housed primarily in main library buildings and established branches, but some programs of service are being extended from such heretofore unlikely places as country stores, a cafeteria, a mill, and a garage. TABLE VII lists the various places the programs are housed. Two county libraries reported that their efforts in establishing programs in community centers have proved unsuccessful. One librarian discontinued the program because of the low book return.

TABLE VII

### PROGRAM HOUSING

| <u>Housing</u>                       | <u>Number of Libraries</u> |
|--------------------------------------|----------------------------|
| 1. Main library building             | 28                         |
| 2. Established branches              | 10                         |
| 3. Recreation centers                | 6                          |
| 4. Day care centers                  | 4                          |
| 5. Public housing developments       | 4                          |
| 6. Playgrounds                       | 2                          |
| 7. Commercial fronts                 | 3                          |
| Country stores                       |                            |
| Privately owned housing developments |                            |
| Cafeteria                            |                            |
| Mill                                 |                            |
| Garage                               |                            |

The sites varied to some degree in their adequacy, with the most frequently reported deficiency being lack

of space. TABLE VIII summarizes the responses received concerning the adequacy of the program site.

TABLE VIII

ADEQUACY OF SITE

|                        | <u>Number of Libraries</u> |                   |
|------------------------|----------------------------|-------------------|
|                        | <u>Adequate</u>            | <u>Inadequate</u> |
| 1. Lighting            | 34                         | 2                 |
| 2. Electrical outlets  | 32                         | 4                 |
| 3. Ventilation         | 30                         | 6                 |
| 4. Seating             | 25                         | 11                |
| 5. Clean-up facilities | 22                         | 14                |
| 6. Storage space       | 19                         | 17                |
| 7. Activity space      | 18                         | 18                |
| 8. Planning space      | 15                         | 21                |

Planning

In over half of the libraries, the program planning is done by the library staff alone. This lack of co-operation between the library and other agencies attempting to serve the children was cited by one librarian as a cause for poor attendance at some of the library programs during the past summer. Programs were often scheduled for presentation during the same time period that other agencies were conducting activities. Thirty percent of the libraries reported cooperation with the staff of various other agencies in planning their service to young children.

TABLES IX and X further describe the kind of planning done by the libraries.

TABLE IX

KINDS OF PLANNING DONE BY LIBRARIES

| <u>Kind of Planning</u>                                                                           | <u>Number of Libraries</u> |
|---------------------------------------------------------------------------------------------------|----------------------------|
| 1. By library staff alone                                                                         | 20                         |
| 2. By library staff with staff representatives of other agencies                                  | 11                         |
| 3. By library staff with staff representatives of other agencies and with parents of the children | 1                          |

TABLE X

OTHER AGENCIES INVOLVED IN PLANNING  
AND FREQUENCY MENTIONED

| <u>Agency</u>                 | <u>Number of Times Mentioned</u> |
|-------------------------------|----------------------------------|
| 1. Head Start                 | 7                                |
| 2. Area women's clubs         | 4                                |
| 3. Recreation departments     | 3                                |
| 4. Kindergarten programs      | 2                                |
| 5. Schools                    | 2                                |
| 6. State library consultants  | 2                                |
| 7. Friends of the Library     | 1                                |
| 8. Boy Scouts and Girl Scouts | 1                                |
| 9. Community Action Programs  | 1                                |

TABLE X (CONT.)

|                                                        |   |
|--------------------------------------------------------|---|
| 10. Model Cities Programs                              | 1 |
| 11. Association of Early Childhood Development         | 1 |
| 12. "Children's Council" - a group of local volunteers | 1 |
| 13. Winston-Salem Experiment in Self-Reliance          | 1 |

### Services

The most frequently mentioned service was "collection with reader guidance", cited by seventy-seven percent of the libraries for both age groups (3-5 and 6-9). This was followed closely by film showings and media-aided story-tellings. Deposit collections (in Head Start centers, community centers, etc.) were cited by over half of the libraries. Sixty-one percent of the libraries hold picture-book times for the pre-school age children. Other services cited in addition to those in TABLE VI were class visits (6), book talks (2), special guests (2), field trips, newspaper column, reading encouragement program, music sessions, and poster contests.

Fifty-two percent (19) of the respondents indicated that no guidance was given to parents in the techniques of using the educational media that are present in the library. Six libraries responded that guidance is given if requested by the parents, and five responded that guidance is given through individual interaction. One library reported that

they have had trouble getting the parents into the library and two others said that efforts to render guidance have been made but that response has been slow. Other examples of guidance given were a workshop for parents to demonstrate to them the materials, methods and media used with the children during storytime; a meeting for parents of Head-Start children held in the library and conducted by the librarian on books and materials for the pre-school child; distribution of book lists; talks to local club groups by librarian; meeting with the parents to talk about children's books while the children's storytime is in progress; and a three-day storytelling workshop.

TABLE XI

## TYPES OF SERVICES OFFERED TO CHILDREN

| <u>Service</u>                                                                   | <u>Number of Libraries</u> |                 |
|----------------------------------------------------------------------------------|----------------------------|-----------------|
|                                                                                  | <u>Ages 3-5</u>            | <u>Ages 6-9</u> |
| A. Collection with reader guidance                                               | 28                         | 28              |
| B. Film showings                                                                 | 21                         | 23              |
| C. Media-aided storytellings                                                     | 21                         | 18              |
| D. Deposit collections                                                           | 20                         | 16              |
| E. Storytellings                                                                 | 16                         | 16              |
| F. Picture-book times                                                            | 22                         | 0               |
| G. Single meetings on special topics                                             | 11                         | 11              |
| H. Collection with reader guidance in cooperation with other agency's activities | 7                          | 4               |
| I. Sequence of meetings on special topics                                        | 5                          | 6               |
| J. Radio program                                                                 | 4                          | 3               |

### Frequency of Operation

Twenty-two of the libraries hold their programs on a weekly basis, three on a monthly basis, two on a daily basis and three operate on an irregular basis.

### Evaluation

Twenty six of the libraries keep records of the attendance statistics and the program content. Six require program participants to register and two keep records of the books each child reads. Seven of the libraries reported that no records are kept on the program. The most frequently cited method of evaluation was staff observation, which was reported by 29 of the libraries. Two of the programs have built-in evaluation procedures conducted by specialists--one by the Department of Sociology at Winston-Salem State University and the other by an Office of Education survey. TABLE XII further describes the methods of evaluation used.

TABLE XII

#### METHODS OF EVALUATION USED BY LIBRARIES

| <u>Method</u>                                                        | <u>Number of Libraries</u> |
|----------------------------------------------------------------------|----------------------------|
| A. Staff observation                                                 | 29                         |
| B. Informal questions to participants                                | 10                         |
| C. Informal questions to those involved other than library personnel | 8                          |
| D. Questionnaires to those involved other than library personnel     | 3                          |
| E. Built-in evaluation procedures conducted by specialist            | 2                          |
| F. None                                                              | 7                          |

### Program Resources

Only eleven of the libraries were able to approximate the number of books suitable for, and available for circulation to, children. Those responses ranged from a high of 20,000 to a low of 200 and averaged 6,711.

Hardware most often available for use in the children's programs were the 16 mm film projector (26), the record player (26) and the filmstrip projector (21). TABLE XIII lists the other equipment cited.

TABLE XIII

#### HARDWARE AVAILABLE FOR USE IN LIBRARIES

| <u>Hardware</u>                   | <u>Number of Libraries</u> |
|-----------------------------------|----------------------------|
| A. 16 mm film projector           | 26                         |
| B. Record player                  | 26                         |
| C. Filmstrip projector            | 21                         |
| D. Slide projector                | 18                         |
| E. Tape player                    | 11                         |
| F. Cassette tape player           | 9                          |
| G. 8 mm film projector            | 9                          |
| H. Film cassette viewer/projector | 3                          |
| I. Individual filmstrip viewer    | 3                          |
| J. Television                     | 2                          |
| K. Flannelboard                   | 2                          |
| L. Camera                         | 1                          |
| M. Listening centers              | 1                          |
| N. Radio                          | 1                          |
| O. Video-tape system              | 1                          |
| P. View-master                    | 1                          |

Phonograph records were the most frequently mentioned software available in the library for use with children. Of the libraries so responding, all but one allow the records to circulate. Only three of the libraries own 16mm films, but most borrow films from the State Library. Other software cited are listed in TABLE XIV. The table also indicates whether or not use is limited to the library.

TABLE XIV

SOFTWARE AVAILABLE FOR USE WITH CHILDREN IN LIBRARIES

| <u>Material</u>             | <u>Number of Libraries</u> |                    |
|-----------------------------|----------------------------|--------------------|
|                             | <u>In-library use only</u> | <u>Circulation</u> |
| A. Phonograph records       | 1                          | 19                 |
| B. Filmstrips               | 2                          | 14                 |
| C. Posters                  | 8                          | 4                  |
| D. Mini-masters (paintings) | -                          | 8                  |
| E. 8mm films                | 1                          | 5                  |
| F. Learning games           | 1                          | 5                  |
| G. Cassette tapes           | 1                          | 4                  |
| H. 16mm films               | -                          | 3                  |
| I. Slides                   | 1                          | 2                  |
| J. Film cassettes           | 3                          | -                  |
| K. Learning toys            | -                          | 3                  |
| L. Magazines                | -                          | 2                  |

Other materials, each cited once include gerbils, goldfish, musical instruments, puppeteer equipment,

hand drawn film, Viewmaster reels, mobiles, and framed reproductions.

### Special Programs

Of the thirty-six libraries that were visited, twenty-seven do hold special programs for children. The number of planned special programs generally presented over a twelve month period varied greatly from one library to the next, ranging from a low of 4 to a high of 653. Of the twenty-seven reporting special programs, nineteen present annually less than 100 such programs.

An equally varied spectrum of response was received in reply to a query concerning the approximate amount of time spent each week in planning and preparing for special programs. This ranged from one hour per week (4) to 30 hours per week. Two hours or less per week was reported by ten respondents. Seven responses of over 10 hours per week were received.

These special programs are planned with emphasis on fulfilling the recreational needs of the child in three of the libraries. Twenty-one responses indicate that attempts to meet a combination of the recreational and educational needs are made. Two libraries emphasize the recreational but do include the educational also. One librarian reported that she used recreational means to meet educational needs. Another responded that the school's emphasis is on the educational needs so the library places emphasis on the

recreational, and any educational benefits derived are happenstance. Another commented that the two could not be separated--that recreational activities fulfill educational needs and vice versa. Two respondents indicated that the sole emphasis of their programs is on increasing the interest of the children in stories and books.

Music, group discussions, and game play are the activities most often included in the special programs, except for storytelling of course (see TABLE XI). The other activities reported and the frequency of their use are listed in TABLE XV. Animals and nature were cited most often for the topics or subject content of the programs. Other topics mentioned were fairy tales and folklore, holidays, ghosts, inter-personal relations, daily living, magic, transportation, safety, circus, colors, clocks, community workers, specific classics of children's literature, UFO's, musical instruments, sizes, and shapes. Circulation of books was the follow-up activity mentioned most often (15). Others included "show-and-tell", displays, bulletin boards, art work, name tags, creative writing, book deposits for teachers, and field trips.

TABLE XV

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## ACTIVITIES USED DURING SPECIAL PROGRAMS

| <u>Activity</u>             | <u>Number of Libraries</u> |
|-----------------------------|----------------------------|
| A. Music                    | 25                         |
| B. Group discussions        | 23                         |
| C. Game play                | 21                         |
| D. Finger plays             | 16                         |
| E. Creative art experiences | 16                         |
| F. Creative dramatics       | 16                         |
| G. Serving of food          | 15                         |
| H. Simple crafts            | 14                         |
| I. Puppet shows             | 11                         |
| J. Field trips              | 4                          |
| K. Poetry                   | 3                          |
| L. Film-making              | 1                          |

### CHAPTER III

#### PROGRAM PARTICIPANTS

The sample libraries serve a total population of 1,088,527. Of this number, 88,841 are under the age of five and 103,960 are between the ages of five and nine. These figures contrast sharply with the number of participants in the special programs. Of the twenty-six libraries reporting that special programs are held for children, twenty-one reported the total number of participants, ranging from 15 to 1216 (see TABLE XVI) excluding the PLACE project participants. Statistics that were released for the PLACE project indicate the total attendance but not the total number of individual children reached.

TABLE XVI

#### NUMBER OF PARTICIPANTS IN SPECIAL PROGRAMS

| <u>Number of Participants</u> | <u>Number of Libraries</u> |
|-------------------------------|----------------------------|
| 1. 15-30                      | 5                          |
| 2. 31-100                     | 6                          |
| 3. 101-200                    | 3                          |
| 4. 201-500                    | 4                          |
| 5. Over 500                   | 3                          |

The average attendance at a program depends on a number of variables, with an important factor being how

well the program is publicized. The highest average attendance figures were from sixty to seventy-five, reported by five libraries; however, most attendance averages are somewhat lower. Four libraries reported an average attendance between 30 and 50, and in fourteen libraries, the attendance ranges from 10 to 25 participants.

In order to develop a picture of the children being reached by a library's program, the respondents were asked to estimate the percentage of their users fitting various categories. Their responses are not to be construed as accurate statistics, but only as general opinions developed through their own observations. Only three respondents felt that most of their program participants are from the upper socio-economic level. Sixteen reported that the middle socio-economic level was the most highly represented; and nine said that most of their participants were from the lower socioeconomic level.

A second category studied was the level of education achieved by the parents of the children. Nine respondents felt that 50% or more of their program participants come from homes where the parents have attended college or have some academic training beyond high school; twelve respondents reported that most of their patrons' parents are high school graduates; and six felt that most of the parents of their program participants have not completed high school.

Twenty-three librarians reported that over 50% of their program participants are white, and in twelve of these,

90-100% of the participants are white. The program participants are predominately black in five of the libraries, and six respondents felt that the racial composition of their groups is 50% white and 50% black. Two respondents reported a small percentage of the American Indian participants.

Seventeen libraries reported that most of their participants attend a pre-school facility daily, while six libraries felt that most of their program participants are not enrolled in any pre-school program. Six responses stated that 50% of their participants are enrolled in a daily pre-school facility and 50% do not attend any pre-school program. One respondent said that 30% of the participants attend a pre-school facility less often than daily.

## CHAPTER IV

### PROGRAM PERSONNEL

In twenty-two of the thirty-six libraries visited, the children's services are carried out as an additional responsibility of the entire library staff. Eight of these libraries are staffed by only one person. While there are no children's specialists employed in these twenty-two libraries, at ten of the libraries "to plan and present programs for children" is an added function of certain members of the staff with assistance being provided by the remainder of the staff. In addition, two of these ten libraries hire college students during the summer months to carry out a summer program for children.

Fourteen of the thirty-six libraries have specific personnel who devote full-time efforts to children's services. These fourteen libraries represent nine different systems (4 regional libraries; 2 county libraries; 3 city-county libraries). Two of the regional have full-time children's librarians--one with a MLS from the University of North Carolina and the other with a BA from the University of Tennessee and currently working on a Master's degree in the field of educational media from Appalachian State University. The third regional library that was visited is served by a Young Adult Community Services Librarian and a Special Services Librarian--both are full-time

employees for the region and work with special outreach projects. The Young Adult Community Services Librarian has completed three and one-half years toward a college degree and the Special Services Librarian has a MA in Physical Education with special training in kindergarten education from George Peabody University. The fourth regional library is serviced in a part-time capacity by a "storyteller" who plans and presents children's programs and is in charge of children's book selection. She has a BA degree from East Carolina University. The children's program at one of the county libraries is conducted by two full-time librarians--the Coordinator of Children's Services (MLS-Columbia University) and the Children's Librarian (MLS-North Carolina Central University). The other county library has a full-time children's librarian with three years of training toward a college degree and a full-time summer employee during the past summer with a BS from Winston-Salem State Teacher's College.

Two of the city-county libraries have full-time children's librarians--one with a BA from the University of Tennessee. The third city-county library has a children's librarian with a MLS from UNC to conduct the program at the main library and has a force of ten full-time and six part-time employees to conduct their special outreach project with young children. These sixteen come from extremely varied educational backgrounds ranging from high school diplomas to MLS degrees; their efforts are coordinated by a professional children's librarian.

Federally supported work programs have furnished nine positions with children's programs--five through the Neighborhood Youth Corps, two through PACE, one through a college work-study program, and one through the Emergency Employment Act.

All of the programs provide continuity of personnel except for one, which has a different guest speaker each time the children meet. One program utilizes a "core of performers" so that the same person does not always perform at a certain place.

The children's book selection and the selection of other media to be purchased is the task of the children's librarian or the children's coordinator in fourteen of the libraries; of the Regional Director in eight of the libraries; and of the county librarian in eight; of the assistant library director in two; of the "storyteller" in two; and of the branch librarian in one.

The most frequently mentioned selection aid was Library Journal (15), followed by Booklist (13), New York Times Book Review (11), and The Children's Catalog (11). Other selection aids that are used and the frequency of their mention are summarized in TABLE XVII.

TABLE XVII

## SELECTION AIDS USED BY THE SAMPLE LIBRARIES

| <u>Selection Aid</u>                              | <u>Number of Libraries</u> |
|---------------------------------------------------|----------------------------|
| A. Library Journal                                | 15                         |
| B. Booklist                                       | 13                         |
| C. Children's Catalog                             | 11                         |
| D. New York Times Book Review                     | 11                         |
| E. Kirkus                                         | 9                          |
| F. Horn Book                                      | 7                          |
| G. State Library Lists                            | 5                          |
| H. Saturday Review                                | 4                          |
| I. Publisher's Weekly                             | 4                          |
| J. Campbell & Hall Lists                          | 2                          |
| K. Newspaper Reviews                              | 2                          |
| L. Best Books for Children                        | 1                          |
| M. Book World                                     | 1                          |
| N. Bulletin for the Center of<br>Children's Books | 1                          |
| O. Previews                                       | 1                          |
| P. Wilson Library Bulletin                        | 1                          |

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The data presented in the preceeding chapters point up the following statements.

- 1) Most librarians do not see education as a purpose of their programs of service.
- 2) Few libraries make especial efforts to publicize their programs. (TABLE VI)
- 3) Most often a child is required to travel to the main library in order to receive library services. (TABLE VII)
- 4) At approximately 50% of these libraries there are shortages of adequate space for storage, activities, and planning.
- 5) There is little co-operation between the library and other agencies involved in children's services.
- 6) The lack of parental involvement with children's library services is indicated by TABLE IX and by the response that parents are seldom given aid or instruction in using the educational media at the library.
- 7) In general, services offered to children are limited and traditional. (TABLE XI)

- 8) A shortage of resources in many libraries is shown by TABLES XIII and XIV. Phonograph records and books were the only software available in over 50% of the libraries.
- 9) Only a small part of the population under ten years of age are directly reached by library services.
- 10) The majority of children receiving library service are described as having white parents who belong to the middle socio-economic level and have a high school or better education. Most of the pre-school age children reached by the services are attending another pre-school program in addition to the library program.
- 11) Only seven of all the librarians interviewed have had any type of formal special training for working with children. These seven represent only six different libraries.

The data presented support the conclusions drawn from the first survey of public library service to young children (Evaluation Report for Institute for Public Libraries in Service to Young Children). In short, there is a shortage of creative, innovative service to children caused by the shortage of trained, qualified personnel and the shortage of funds.

## APPENDIX

LIST OF LIBRARIES VISITED

| <u>County</u>        | <u>Library</u>                                                             |
|----------------------|----------------------------------------------------------------------------|
| Forsyth              | Forsyth County Public Library<br>Reynolda Manor Branch<br>Southside Branch |
| Franklin             | Franklinton Public                                                         |
| Harnet               | Angier Branch                                                              |
| Iredell              | Iredell Public                                                             |
| McDowell             | Old Fort Branch                                                            |
| Madison              | Madison County Public                                                      |
| Pender               | Pender County                                                              |
| Rowan                | Rowan Public<br>Faith Public                                               |
| Scotland             | Scotland County Memorial<br>McGirt's Bridge Road                           |
| Transylvania         | Transylvania County                                                        |
| Wake                 | Wake County Public<br>Richard B. Harrison Branch<br>Knightsdale Branch     |
| Warren               | Warren County Memorial                                                     |
| Orange               | Chapel Hill Public                                                         |
| <u>Region</u>        |                                                                            |
| Albemarle            | Lawrence Memorial Public                                                   |
| Avery-Mitchell-Yancy | Avery County                                                               |
| BHM                  | I. B. Turner<br>Pamlico County Public                                      |
| East Albemarle       | Pasquotank-Camden                                                          |
| Fontana              | Fontana Regional                                                           |

LIST OF LIBRARIES VISITED CONT.

| <u>Region</u>  | <u>Library</u>                        |
|----------------|---------------------------------------|
| Gaston-Lincoln | Cherryville<br>Mount Holly            |
| Hyconeechee    | Gunn Memorial Public<br>Person County |
| Nathahala      | Andrews Carnegie                      |
| Neuse          | Neuse Regional<br>Greene              |
| Northwestern   | Mount Airy Public                     |
| Pettigrew      | Tyrrell County                        |
| Sandhill       | Sandhill Regional<br>Anson County     |

QUESTIONNAIRE

I. BACKGROUND INFORMATION ON THE LIBRARY

1. Name of library:
2. Mailing address:
3. Title of respondent:
4. Geographic location (area of state):
5. Type of library:
  - ☐ City library
  - ☐ City and county library
  - ☐ County library
  - ☐ Member of a library system
  - ☐ Other Specify:
6. Approximate number of persons located in the service area of the library:
7. Approximate number of children located in the service area of the library:
  - ages 0 to 4
  - ages 5 to 9
8. Per capita budget by child (amount spent on children's materials and personnell divided by the number of children served):
9. Percentage of total budget spent on children's materials and personnel:
10. Hours children's services are available:
11. Availability of library services (Answer Yes or No):
  - ☐ A. Is the main library easily accessible by public transportation?
  - ☐ B. Is the main library centrally located?
  - ☐ C. Are there branch libraries located in areas that have a relatively high population of children?
    - Number of branches.

## 4. Housing of the program:

- ☐ A. Main Library building
- ☐ B. Established branch(es) of the library
- ☐ C. Rented storefronts used by library alone
- ☐ D. Space in other public buildings
  - ☐ a. Owned by local government or other agencies erected for general community purposes
  - ☐ b. Erected under the Community Facilities Section of the Housing Act of 1965 (HUD Community Facilities Program)
  - ☐ c. Furnished by Community Services Program (HUD)
  - ☐ d. Other Specify:

## 5. Indicate is there is an adequate amount of the following at the program site:

- ☐ A. Lighting
- ☐ B. Electrical outlets
- ☐ C. Ventilation
- ☐ D. Seating
  - ☐ a. chairs
  - ☐ b. carpet
- ☐ E. Clean-up facilities
- ☐ F. Storage space
- ☐ G. Activity space
- ☐ H. Planning space

## 6. Kind of planning involved:

- ☐ A. By library staff alone
- ☐ B. By library staff with representatives on staff of other agencies Specify:
- ☐ C. By library staff with representatives of the parents of the children
- ☐ D. Both B and C

## 7. Which of the following services are included in your program of service to children?

- | Ages<br>3-5              | Ages<br>6-9              |                                                                                  |
|--------------------------|--------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | A. Deposit collections                                                           |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Collection with reader guidance                                               |
| <input type="checkbox"/> | <input type="checkbox"/> | C. Collection with reader guidance in cooperation with other agency's activities |
| <input type="checkbox"/> | <input type="checkbox"/> | D. Single meetings on special topics                                             |
| <input type="checkbox"/> | <input type="checkbox"/> | E. Sequence of meetings on special topics                                        |
| <input type="checkbox"/> | <input type="checkbox"/> | F. Story tellings                                                                |
| <input type="checkbox"/> | <input type="checkbox"/> | G. Media-aided storytellings                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | H. Picture-book times                                                            |

- ☐ I. Film showings
- ☐ J. Radio program
- ☐ K. Television viewing programs
- ☐ L. Other Specify:

8. Describe the extent of guidance given parents in the techniques of using the educational media that is available.

9. Indicate the extent of the current program:

A. Full-time operation for:

- ☐ a. Under six months. Specify:
- ☐ b. Six to twelve months. Specify:
- ☐ c. Between 1 and 2 years. Specify:
- ☐ d. Over two years. Specify:

B. Intermittent operation:

- ☐ a. Part of each day. Specify:
- ☐ b. Part of each week. Specify:
- ☐ c. Part of each month. Specify:
- ☐ d. Irregularly. Specify:

10. Method(s) of evaluation planned:

- ☐ A. Staff observation
- ☐ B. Informal questions to participants
- ☐ C. Informal questions to other than library personnel involved
- ☐ D. Questionnaires to participants
- ☐ E. Questionnaires to other than library personnel involved
- ☐ F. Built-in evaluation procedures conducted by specialist
- ☐ G. Other Specify:

11. Are files kept on:

- ☐ A. Attendance statistics
- ☐ B. Special program content
- ☐ C. Other aspects of program Specify:

### III. PROGRAM PERSONNEL

| Title of Position | Paid or Vol. | Full or Part-time | Mons. of Service/Year | Years of Training Past HS | Highest Aca. Degree and Source | Amt. of Library Exp. | Amt. of Teaching Exp. | Duties and Special Abilities |
|-------------------|--------------|-------------------|-----------------------|---------------------------|--------------------------------|----------------------|-----------------------|------------------------------|
|                   |              |                   |                       |                           |                                |                      |                       |                              |

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2. Number of these positions that were funded through  
    \_\_\_ A. Neighborhood Youth Corps  
    \_\_\_ B. VISTA  
    \_\_\_ C. Other federal work programs      Specify:
3. Number of the people holding these positions referred to in #2 who have:  
    \_\_\_ A. Indicated an interest in library work (at any level) as a career but have not undertaken any further academic preparation.  
    \_\_\_ B. Undertaken further general education (high school or college) as preparation for library education.  
    \_\_\_ C. Enrolled in college level or graduate programs of library education. Specify the institution(s):
4. How are personnel recruited?
5. Are the services offered to the children performed by the same person each time they meet?
6. Which position(s) select the books and other media to be purchased?
7. What selection aides are used?

## IV. PROGRAM CLIENTELE

## 1. Total number of participants:

\_\_\_\_\_ ages 3 to 5

\_\_\_\_\_ ages 6 to 9

## 2. Average attendance for any one activity if applicable:

## 3. Indicate approximate percentages under the following headings in order to describe the children who are reached by your services. Additional or explanatory comments are welcome.

## A. Socio-economic level:

\_\_\_\_\_ % Upper  
\_\_\_\_\_ % Middle  
\_\_\_\_\_ % Lower

## B. Educational level of parents:

\_\_\_\_\_ % High (College or some training past high school)  
\_\_\_\_\_ % Medium (High school graduates)  
\_\_\_\_\_ % Low

## C. Racial composition:

\_\_\_\_\_ % Black  
\_\_\_\_\_ % White  
\_\_\_\_\_ % Other      Specify:

## D. Amount of formal pre-school experience given the children in addition to that obtained at the library program:

\_\_\_\_\_ % attend a pre-school facility daily  
\_\_\_\_\_ % attend a pre-school facility less often than daily  
\_\_\_\_\_ % are not enrolled in any pre-school program

## E. Extent of library usage by the parents:

\_\_\_\_\_ % use the library regularly  
\_\_\_\_\_ % use the library occasionally  
\_\_\_\_\_ % seldom use the library  
\_\_\_\_\_ % never use the library

## V. SPECIAL PROGRAMS

1. Are special programs held for children?
2. How many planned special programs are generally presented over a 12 month period?
3. Approximately how much time is spent in planning and preparing for special programs?  
\_\_\_\_ hours per week
4. Are these special programs planned with emphasis on full-filling recreational or educational needs of the child?  
\_\_\_\_ Recreational  
\_\_\_\_ Educational  
\_\_\_\_ Combination of these  
\_\_\_\_ Other Specify:
5. Are any of the following included during the special program?  
\_\_\_\_ A. Group discussions  
\_\_\_\_ B. Fingerplays  
\_\_\_\_ C. Creative art experiences  
\_\_\_\_ D. Creative dramatics  
\_\_\_\_ E. Film-making  
\_\_\_\_ F. Simple crafts  
\_\_\_\_ G. Puppet shows  
\_\_\_\_ H. Music  
\_\_\_\_ I. Serving of food  
\_\_\_\_ J. Game-play
6. List examples of subject content, themes or topics covered by your special programs.
7. What follow-up activities are planned to complement the theme presented during the special programs?

## VI. PROGRAM RESOURCES

1. Approximate number of books suitable and available for circulation to children:

\_\_\_\_\_ ages 3 to 5

\_\_\_\_\_ ages 6 to 9

2. Hardware available for use in the library's children's program:

- \_\_\_\_\_ A. 8mm film projector
- \_\_\_\_\_ B. 16mm film projector
- \_\_\_\_\_ C. Filmstrip projector
- \_\_\_\_\_ D. Individual filmstrip viewer
- \_\_\_\_\_ E. Slide projector
- \_\_\_\_\_ F. Record player
- \_\_\_\_\_ G. Tape player
- \_\_\_\_\_ H. Film cassette viewer/projector
- \_\_\_\_\_ I. Television
- \_\_\_\_\_ J. Cassette tape player
- \_\_\_\_\_ K. Other Specify:

3. Software available in the library that are appropriate for use with ages 3-9:

|          | Materials      | Number | In library use | Circulation |
|----------|----------------|--------|----------------|-------------|
| _____ A. | Posters        |        |                |             |
| _____ B. | 8mm films      |        |                |             |
| _____ C. | 16mm films     |        |                |             |
| _____ D. | Filmstrips     |        |                |             |
| _____ E. | Slides         |        |                |             |
| _____ F. | Phono-records  |        |                |             |
| _____ G. | Tapes          |        |                |             |
| _____ H. | Film cassettes |        |                |             |
| _____ I. | Cassette tapes |        |                |             |
| _____ J. | Learning toys  |        |                |             |
| _____ K. | Learning games |        |                |             |
| _____ L. | Mini-Masters   |        |                |             |
| _____ M. | Other Specify: |        |                |             |

1. How do you envision your role as co-ordinator of the children's program?

2. In the absence of whatever inhibitors that retard your program, what materials, activities, and services would you offer and secure?
3. If you feel that this questionnaire does not adequately reflect the extent of your services to children ages 3-9, please add a "program profile" --a short synopsis of your program.

## APPENDIX B

Appendix 1

Roster of Participants

September, 1972

Beverly Evans (First Semester only)

Home address:

525 Nelson Street

Durham, North Carolina 27707

Pre-institute employment address:

Demonstration Teacher Supervisor

Pre-kindergarten Head Start

Philadelphia, Pennsylvania

Post-institute employment address:

North Carolina Central University

Nursery School

Durham, North Carolina

Number of Dependents: 0

Linda Gill

Home address:

4803-D Bluebird Court

Raleigh, North Carolina 27606

Pre-institute employment address:

Danbury Public Schools

Danbury, Connecticut

Post-institute employment address:

Not Known

Number of Dependents: 0

Carolyn King

Home address:

619 Price Avenue

Durham, North Carolina

Pre-institute employment address:

Student

North Carolina Central University

Post-institute employment address:

Durham City-County Library

Number of Dependents: 0

Brenda Nunn

Home address:

2915 Sprucewood Drive

Durham, North Carolina

Pre-institute employment address:

Librarian, Durham Business College

Post-institute employment address:

Same as above

Number of Dependents: 1

Helen Whitaker

Home address:

Route 6, Box 122  
Greenville, North Carolina

Pre-institute employment address:

English Tutor  
Shaw University

Post-institute employment address:

Not Known

Number of Dependents: 0

January, 1973

Quincy Eaves

Home address:

1022 Brandon Road  
Durham, North Carolina

Pre-institute employment address:

Secretary  
North Carolina Central University

Post-institute employment address:

Work not complete

Number of Dependents: 2

Rooster of Participants

May 29-30

Julia May Garland

Home address:

305 Faculty Apts.  
Boone, North Carolina

Business address:

Graduate Assistant  
Childhood Education  
Appalachian State University  
Boone, North Carolina

Allie E. Gibbs

Home address:

600-B Howell Street  
Greenville, North Carolina

Business address:

Shepard Memorial Library  
Greenville, North Carolina

Carolyn Cope Gilley

Home address:

735 Laguna Avenue  
Winston-Salem, North Carolina

Business address:

Forsyth Co. Public Library  
Winston-Salem, North Carolina

Hope L. Gooch

Home address:

902 Pamlico Drive  
Greensboro, North Carolina

Business address:

Children's Librarian  
Greensboro Public Library  
Greensboro, North Carolina

Jacqueline H. Jenkins

Home address:

1803 White Oak Road  
Raleigh North Carolina

Business address:

Teacher

Blondina Lawson

Home address:

1405 Riddle Road  
Durham, North Carolina

Business address:

1201 Fayetteville Street  
Stanford L. Warren Public Library  
Durham, North Carolina

Jean Taylor Pero

Home address:

902 Thomas Street  
Statesville, North Carolina

Business address:

Children's Librarian  
Box 1109  
Statesville, North Carolina

Neater Pope

Home address:

Not Known

Business address:

Not Known

Mary Lou Rakow

Home address:

403 Westover Avenue  
Wilson, North Carolina

Business address:

Children's Librarian  
Wilson County Public Library  
Nash & Jackson Streets  
Wilson, North Carolina

Geraldine S. Ruffin

Home address:

2923 Driftwood Drive  
Durham, North Carolina

Business address:

Branch Librarian  
Durham City-County Library  
Durham, North Carolina

Kathryn Y. Shepard

Home address:

1803 White Oak Road  
Raleigh, North Carolina

Business address:

Coordinator of Education and  
Career Development  
Head Start  
608 East Main Street  
Durham, North Carolina

**NOT COPY AVAILABLE**

Beverly Jane Simmons

Home address:

846 McAlway Road  
Charlotte, North Carolina

Business address:

Children's Librarian  
Gaston County Public Library  
Gastonia, North Carolina  
(115 West 2nd)

Christine J. Simpson

Home address:

1312 Brenner Avenue  
Salisbury, North Carolina

Business address:

Children's Librarian  
Rowan Public Library  
Box 1009  
Salisbury, North Carolina

Raymond Lee Sterling

Home address:

919 East 3rd Street, N.E., Apt. B  
Winston-Salem, North Carolina

Business address:

Early Childhood Teacher  
545 West 5th Street  
West End Community Nursery  
Winston-Salem, North Carolina

Barbara Thatcher

Home address:

3106 Douglas Street  
Raleigh, North Carolina

Business address:

Librarian  
Wake County Libraries  
Richard B. Harrison Branch  
1313 New Bun Avenue  
Raleigh, North Carolina

Julia H. Thornton

Home address:

2602 Brook Road  
Richmond, Virginia

Business address:

College Teacher  
Virginia Union University

Roberta Tilden

Home address:

1320-8 Ephesus Church Road  
Chapel Hill, North Carolina

Business address:

Children's Coordinator  
Durham City-County Library  
311 East Main Street  
Durham, North Carolina

Judy Walker

Home address:

122 South  
Elkin, North Carolina

Business address:

O.E. Storyteller  
Northwestern Regional Library  
111 Front Street  
Elkin, North Carolina

Margaret Williard

Home address:

107 East Northgate Ct.  
High Point, North Carolina

Business address:

Greensboro Public Library  
Greensboro, North Carolina